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ABSTRACT

The document presents suggested guidelines for planning and establishing vocational agriculture programs in South Dakota involving off-farm cooperative occupational experiences. Off-farm cooperative occupational experience programs are defined as utilizing actual on-the-job training in cooperation with an employer and supplementing the job experience with related classroom instruction. A foreword and outline of purposes introduce the guidelines, which are discussed under the following headings: definition of cooperative occupational experience, objectives, promotional material, rules and regulations, procedure for obtaining program approval, steps in initiating program, plans for organization, planning and conducting the related agriculture business survey, local policies concerning occupational experience, planning and conducting the student interest survey, facilities and equipment for classroom related instruction, consulting committee, application for enrollment form, selection of students for occupational experience programs, selecting training stations, placement of students in training stations, developing supervised experience agreements, developing training plans, records, coordination, evaluating student achievement, and diversified agricultural occupations materials and references. Appended materials include survey forms related to several aspects of the program. (LH)

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GUIDELINES FOR ESTABLISHING OFF-FARM AGRICULTURAL COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAMS FOR VOCATIONAL AGRICULTURE IN SOUTH DAKOTA

Agricultural Education
Division of Education
Agricultural Experiment Station
South Dakota State University
In Cooperation With
South Dakota
Division of Vocational-Technical Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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GUIDELINES FOR ESTABLISHING OFF-FARM AGRICULTURAL COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAMS FOR VOCATIONAL AGRICULTURE IN SOUTH DAKOTA

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ACKNOWLEDGEMENT

This publication was adopted from a similar publication developed at the Center for Research and Leadership Development, the Ohio State University.

Program operation forms and procedural steps adapted directly with little or no changes are noted. Much of the material previously published was found to be suitable for cooperative occupational experience programs in South Dakota.

We wish to recognize the valuable input of Dr. Hilding Gadda and Dennis Pagel, Agricultural Education staff members, South Dakota State University; Larry Nelson and Robert Bell, Supervisors, Agricultural Education, Vocational Technical Division, Pierre, South Dakota, and Vocational Agriculture Instructors who attended a Cooperative Occupational Experience workshop at South Dakota State University during the summer of 1975. The instructors were Alvin Dykstra, Jerome Kleinsasser, Bobby Muller, Roger Carlson, Timothy Holtquist, Myron Eighmy, Dennis Steward, William Gleason, Gordon Ferguson, Donald Fischback, Robert Pollmann, Glen Davis, Steve Thiesse, Leonard DeBoer, Calvin Pietz, and James Thoreson.

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FORWARD

This publication is an initial step to accomplish one of the recommendations made by Dr. Gary Leske (member teacher training staff, South Dakota State University, 1970-1972) in a research publication entitled, Pilot Programs in Off-Farm Agricultural Occupations. The publication was the result of an Agricultural Experiment Station project at South Dakota State University.

Included in the research project was an attempt to find out what type of materials and information the vocational agriculture instructors deemed necessary to establish programs in off-farm agricultural occupations. The material contained within this publication attempts to focus on needs expressed by South Dakota vocational agriculture/agribusiness instructors as well as suggestions generally accepted as being necessary to conduct successful off-farm agricultural cooperative occupational experience programs.

PURPOSES

The Vocational Education Act of 1963 specifically stated that occupational training be provided beyond the scope of the George-Barden and Smith-Hughes Acts. The directive to expand vocational agriculture beyond the traditional production agriculture program is stated in Section 10. (b) "amounts...for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupations involve work of the farm or of the farm home."

The Vocational Education Amendments of 1968 supersedes the 1963 Vocational Education Act and provides as stated in the "Declaration of Purpose, Title I:"

> ...purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education...

DEFINITION OF COOPERATIVE OCCUPATIONAL EXPERIENCE

Programs in Off-Farm Agriculture

The off-farm cooperative occupational experience program is only one form of cooperative occupational education. The cooperative experience program is a venture utilizing actual on-the-job training in cooperation with an employer and supplementing the job experience with related classroom instruction. Cooperative occupational education is a method of teaching used in all fields of vocational education. The success of the program rests with the local vocational agriculture/agribusiness instructor. The local instructor serves in the capacity of a coordinator to synchronize the vocational agriculture class and the experience to be gained at the on-the-job training site.

Cooperative occupational experience programs are not the same as work-study programs. Work-study programs basically provide economic assistance to allow students to remain in school. The work-study concept is utilized by a wide variety of government programs that offer economic assistance.

The off-farm agribusiness cooperative experience, as originally authorized in the 1963 Vocational Education Act, was given additional emphasis in Part G, Cooperative Vocational Education Programs, Section 175, of the Vocational Education Amendments of 1968. Part G defines cooperative experience as:

> ...a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational

field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability.

The above definition should not be confused with Part H of the Vocational Education Amendments of 1968. Part H encompasses work-study programs for vocational education students.

OBJECTIVES OF THE OFF-FARM COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAM

1. To provide related classroom instruction and opportunities for application in off-farm agribusiness occupations.
2. To provide occupational employment opportunities for those students who have expressed an occupational goal in off-farm agribusiness.
3. To secure suitable occupational experience training stations to coincide with occupational goals expressed by students.
4. To utilize the FFA as a means of providing students the opportunity for personal growth, for leadership development, and to gain proficiency in skills related to off-farm agribusiness occupations.
5. To facilitate a two-way working relationship between the vocational agriculture department and the agriculture/agribusiness community.

PROMOTIONAL MATERIAL

As a result of Dr. Gary Leske's survey and analysis, it appeared that many vocational agriculture/agribusiness instructors were in need of material to promote the off-farm cooperative occupational experience program with their superintendents, principals, school boards, and local agribusiness firms.

The promotional material needed will be the result of activities completed during the developmental steps. This publication contains suitable material for initial contacts with superintendents and principals. The initial contacts should result in permission to conduct the necessary potential training station survey and complete the student interest survey.

Once the surveys have been completed, the combination of the surveys and this publication will constitute sufficient material for presentation to the school board and to secure approval for the establishment of a program.

RULES AND REGULATIONS

Length of Employment

The following is taken from the Vocational Administrators Handbook complied by the South Dakota State Board for Vocational-Technical Educational and constitutes a statement on length of employment for cooperative occupational experience:

Vocational Agriculture/Agribusiness
C. Special Standards and Requirements
1. Secondary school programs
b. Off-farm vocational agriculture program
(1) Occupational experience

> The program of instruction must provide for practical field, laboratory and/or cooperative vocational education with classroom related instruction that is appropriate to the vocational objective of the student. A minimum of 300 hours of training is needed. (It is recommended that two years of regular vocational agriculture/agribusiness course work precede this training before enrolling in this phase of the program.) The occupational experience will be conducted under the supervision of the vocational agriculture/agribusiness instructor. The instructor will be provided one-half hour per student per week for supervision and coordination.

WAGES

As of January 1, 1976, the minimum wage law for the State of South Dakota is $2.35 per hour. Provided a potential training station employer feels he is unable to hire an experienced student at full-time pay rate, federal government regulations permit paying of student wages at not less than 85 percent of the minimum wage. A full explanation of the qualifi-

cations and procedure for adoption is contained in the regulations entitled, "Employment of Full-Time Students at Special Minimum Wages."

PROCEDURE FOR OBTAINING PROGRAM APPROVAL FROM DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Two written documents necessary to receive official program approval and confirm that reimbursement of expenses, at predetermined rates, will be granted as listed:

A. Local Program Plan
   To substantiate the need for an off-farm cooperative occupational experience program in a given public school district the local program plan should include the following information:
   1. Number of prospective students.
   2. Number of and availability of potential training stations.
   3. Number and nature of full-time agribusiness employment opportunities.
   4. Unemployment rates for local area. Labor force distribution by agribusiness catagories. (This would be the summary of the off-farm agribusiness survey.)
   5. Existing vocational education programs and unfilled student needs.

B. Local policy developed for administration of program in local school districts.

STEPS IN INITIATING COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAM

The following steps are suggested as an orderly means of inaugurating a program of cooperative occupational experience. It is recognized that conditions will vary in each area of the state and that it may be desirable in some communities to follow a different sequence than is suggested.

1. The vocational agriculture instructor and appropriate school administrators (including the superintendent) discuss the program and agree on the organizational procedures which should be carried out. Planning tasks should be designated to specific individuals. A time table for program implementation should be established and agreed upon by all interested parties.

2. Explain the concept to and obtain commitment for support from vocational agriculture department advisory committee.

3. The program should be promoted through local media, service club meetings, school-parent meetings, and chamber of commerce or commercial club meetings.

4. Appoint a consulting committee.

5. Contact the state supervisors for vocational agriculture, Division of Vocational-Technical Education for assistance.

6. Conduct a preliminary survey to determine the number and kinds of agricultural businesses or firms that are in the community.

7. Conduct a preliminary survey of the high school student body to determine the number of students interested in a cooperative occupational experience program.

8. Develop and adopt a school policy statement to serve as an operational guide for the administration of the program.

9. Obtain official approval to offer programs from Division of Vocational-Technical Education.

10. Make arrangements for the necessary facilities and ordering and purchasing of equipment.

11. Enroll students.

12. Select appropriate training stations based on expressed student objectives.

13. Place students in training stations utilizing the interview approach.

14. Complete students' agreements and training agreements.

15. Complete the necessary forms and certificates for program operations.

16. Make arrangements with the school administration concerning class schedules, travel allowance, instructional materials, and other factors so that an adequate job of coordination can be accomplished.

17. Select and maintain the necessary records and reports.

18. Establish a systematic procedure for follow-up of program graduates.

19. Evaluate the cooperative occupational experience program on a regular schedule.

SAMPLE

TIMETABLE FOR SETTING UP AND STARTING A

PROGRAM IN DIVERSIFIED VOCATIONAL

AGRICULTURAL PROGRAMS*

Setting up:

Things to do	By this Date
Become familiar with and visit current programs	July
Conduct feasibility study	Aug.
Discuss need for program, results of study, with principal	Aug.
Discuss results of study with board	Aug.
Develop possible Advisory Committee list from the principal, the superintendent, and local board	Sept.
Plan for proper public relations	Sept.
Inform public of the formation of an advisory committee and its purpose	Oct.
Follow-up on feasibility study to determine most likely training stations	Nov.
List of cooperating employers	Nov.
Decide on program to offer	Dec.
Get official approval to offer class from principal, superintendent, and Division of Vocational-Technical Education	Jan.
Develop understandings on part of parents and students as to program objectives	Jan.
Applications completed for occupational experience program	April
Develop list of approved students for program	April
Complete list of reference material and record forms	April
Complete plans for program	Summer
Begin Program	Fall

*Adopted from Core Course of Study in Diversified Agricultural Occupations.

PLAN FOR ORGANIZATION I

The classroom time would be limited to one class period per day (approximately 50-60 minutes per day). The students would complete the occupational placement experience, during release time school hours, after school hours, Saturdays, and possibly school vacation.

This plan meets the basic requirement of a separate cooperative class for reimbursement purposes. This plan is eligible for 60 per cent reimbursement from the Division of Vocational-Technical Education.

PLAN FOR ORGANIZATION II

A Summer Agricultural Off-Farm Occupational Program
(Proposal by Dr. Hilding Gadda, Head, Agricultural Education, South Dakota State University - 1972 Vo-Ed Conference)

Program

2-Month Program -- June and July, or July and August.

2-Hour class in off-farm, 7:30-9:30 a.m. (for related instruction); Student's occupational experience, 10:00 a.m. to 6:00 p.m. - 6 days per week for 8 weeks.

One visit per week by instructor at training station per student.

This amounts to 2 hours per day, 5 days per week, for 8 weeks (2 x 5 x 8) = 80 hours of class time and 7 hours per day, six days per week for 8 weeks (7 x 6 x 8) = 336 hours of occupational experience. If the training station could not supply working hours for six days a week the extra time required to obtain a total of 300 hours could easily be accomplished by working beyond the 8 week period of time.

Rationale for Organizational Plan II

1. Getting a separate class section scheduled during the school year appears to be difficult in some cases.

2. The difficulty of finding time for an off-farm program is lessened in the summer.

3. Provides a structured time schedule for the instructor's efforts in the summer, thereby alleviating the problem which a number of persons express, namely, "What is the Ag Teacher doing in the summer?"

4. Allows time (from 9:30 a.m.) daily for the instructor to do on-the-job and on-the-farm supervision, and accomplish other responsibilities.

5. Allows more time for travel to training centers in cases where training centers in neighboring communities need to be utilized due to a lack of desirable centers in the community where the program is offered.

6. Gains prestige and respect for the entire Vocational Agriculture Program.

7. The cooperative occupational experience work time for the student is more continuous each day than would be possible during the school year.

8. During the summer months there tends to be more activity in the training stations, and therefore, the likelihood of placing students for occupational experience is enhanced.

9. Because this is a separate class beyond the traditional 4-year program, this organizational plan is eligible for 60 percent reimbursement from the Division of Vocational-Technical Education.

PLAN FOR ORGANIZATION III

1. Off-farm cooperative occupational experience students enroll in regular vocational agriculture classes.

2. The cooperative occupational experience students participate as regular students in those units of instruction deemed necessary and relevant to the agricultural occupation for which the student has specified an occupational goal.

3. The cooperative occupational experience students complete the following when not participating in the regular vocational agriculture instructional units.
   (a) Individualized units of instruction
      (1) prepared study guides (i.e. workbooks)
      (2) individualized instructional units (i.e. subject matter)
   (b) Individual project assignments
      (1) development of promotional materials (i.e. sales, displays, advertising)
      (2) specific in-depth study of selected projects

The following conditions would be necessary for the above to be considered a cooperative occupational experience program.
   (1) specific written training plans
   (2) adequate supervision at the site of employment
   (3) written training agreement
   (4) utilization of appropriate evaluation forms

The Vocational Education Division will reimburse this plan as part of the regular vocational agriculture school reimbursement procedure.

PLAN FOR ORGANIZATION IV

1. Off-farm cooperative occupational experience students enroll in regular Vocational Agriculture classes.

2. The cooperative occupational experience students will participate in all units of instruction provided in the Vocational Agriculture curriculum.

3. The cooperative occupational experience students will complete individualized instructional aids and study guides relevant to their occupational experiences as outside class assignment or in place of regular vocational agriculture class assignments.

Caution: The above could easily be defined as a work experience program in off-farm agriculture. A work experience program does not provide for a direct relationship between study and activities in the classroom and the activities of the job training. For the above program to possess the characteristics of a cooperative occupational experience program, the following are required:

(1) specific training plans for a particular student.
(2) adequate supervision at the site of employment.
(3) related individualized self-study instruction specific to the placement occupation.
(4) written training agreement.
(5) utilization of appropriate evaluation forms.
(6) evidence of an occupational goal expressed by the student.

4. The Vocational Education Division will reimburse this plan for organization as part of the regular vocational agriculture class reimbursement procedure.

PLANNING AND CONDUCTING THE RELATED AGRICULTURE BUSINESS SURVEY

Dr. Gary Leske's research indicated that vocational agriculture instructors in South Dakota were concerned with the availability of training stations in many smaller school districts. The communities in which many vocational agriculture programs are located may appear to have limited opportunities. There are four possibilities that should be considered when investigating the number of training sites in a given school district:

a. Attention should be given to businesses beyond the local commun-

ity in which the school is located. Many school districts have small towns or communities within their boundaries which could provide training stations. Also, there are a number of production farmers that have expanded their operations into the agribusiness phase and could well serve as training stations. The latter could easily yield a combination of on-the-job training and farm placement.

b. Private entrepreneurship. There may be opportunities, although limited, for the more resourceful students to launch private business ventures on a small scale. This area might include a lawn mowing and landscape service or growing of horticultural crops.

c. The employment of a student learner as a school grounds-landscape employee during the spring and summer months. Many school districts employ students during the summer months for this type of work. The student-learner could be supervised by the vocational agriculture instructor and head custodian. The school grounds could become an effective training station when total responsibility for the school grounds was turned over to the student.

d. Vocational agriculture teacher aides.

Step I. The initial step in conducting the survey consists of compiling a list of the agricultural related business in the general service area of the community and high school. The yellow pages of the telephone directory could be utilized to establish an initial list. The list can be supplemented by the instructor, advisory committee or consulting committee suggestions.

Step II. The second step consists of the local vocational agriculture instructor developing or adopting a form for conducting the business survey. (Sample form see Appendix A.)

Following is a list of some important items of information that should be obtained:

1. Willingness of business to cooperate and serve as training station.
2. Minimum wage available for student workers.
3. Existence of labor unions or company policies prohibiting the hiring of student workers.
4. Main function or purpose of the business.
5. Total number of employees.
6. Number of jobs available to student workers.
7. Number of new positions available five years from now.

8. Workmen's compensation and other benefits available to student workers.
9. Willingness of a representative of the business to serve on an advisory committee.
10. Maximum wage student workers can receive.
11. Names of personnel capable of serving as on-the-job instructors.
12. Name of person to contact for future planning.

Included in this publication are forms the instructor might consider for completing the business survey. The form selected should be administered on a trial basis to see if revisions need to be made before conducting the survey. Sample forms are also provided for summarizing the business survey and evaluating the prospective training stations. (Appendix B.)

LOCAL POLICIES CONCERNING OCCUPATIONAL EXPERIENCE

A policy for the administration and organization of the off-farm cooperative occupational experience program must be written for each local program. The written policy should be a portion of the local vocational agriculture policy and a part of local school policy. The local policy becomes a procedural plan developed by those individuals directly involved in the program. The local policy should be made available to the state supervisor of vocational agriculture at the time the final program approval is requested.

The following principles must be considered when developing local policies:

1. Policy must meet the minimum standards of the state plan. Contact state supervisor or assistant state supervisor for the conditions specified in the current state plan for vocational education.
2. Policy must not be in conflict with any existing school policies.
3. Policy must meet or exceed local, state, and federal labor regulations.

Points to consider in developing local policy should include but not

be limited to:

1. Operational stability -- policy does not change when there is an administrative or board membership change.

2. More efficient administration of the program -- roles or responsibilities are defined, basis for decision making and minimizes inconsistency in decisions.

3. Basis for evaluation.

4. School board expresses its intent toward the program.

The instructor should work cooperatively with the administration and school board in developing policy. Final approval of all policies must be made by the Board of Education and evidenced by written reports of such action. Copies of the approved policies must be made available to all persons directly affected by the program.

One characteristic of local policy statements is, that by definition, if considers local needs. It is not desirable or possible to list all areas to include in all local policy statements. A list of policy items for consideration when developing a local statement includes the following:

1. Time provided for instructor supervision and on-the-job instruction.
2. Age of student enrolled.
3. Selection standards for students.
4. Student wages.
5. Length of training period.
6. Responsibility for student safety and liability.
7. Student training plans.
8. Length of classroom instruction periods.
9. Content of related classroom instruction.
10. Minimum and maximum size of classes.
11. Facilities and instructional materials.
12. Supervision by employers.
13. Supervision by teachers.
14. Time and travel allowance for the teacher.
15. Administrative relationships.
16. Financing the program.
17. Organizing using an advisory committee.

SAMPLE POLICY STATEMENT*

The following policies were developed for a specific cooperative occupational experience program in a specific community, and should be considered as such.

OFF-FARM COOPERATIVE OCCUPATIONAL EXPERIENCE

1. Time for on-the-job instruction

   a. Students will be permitted to work in training stations during regular school hours. Students will be released from classes to work in training stations a maximum of three regular school periods per day.

   b. The time spent in regular school classes and working at the training station will not exceed 40 hours per week.

   c. No students may work more than eight hours in any given day, school time included.

2. Student age

   a. Students must be 16 years of age to enroll in the program.

   b. Students who will be 16 by the end of the first (six weeks) period may enroll upon recommendation of the vocational agriculture teacher and approval of the principal.

3. Student Selection

   a. Final selection of students will be made by the vocational agriculture teacher.

   b. Students must have completed two years of vocational agriculture prior to enrolling in off-farm occupational experience.

   c. Exception to the above policy will be made upon recommendation of the vocational agriculture teacher and approval of the principal.

   d. All students interested in enrolling must complete all forms and tests as required by the guidance counselor and vocational agriculture teacher.

*Adapted from, Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture (Ohio).

4. Student Wages

   a. All students enrolled in the program must receive compensation for their work while at the training stations.

   b. The minimum wage any student may receive will be $1.00 per hour.

   c. Students employed in occupations controlled by minimum wage laws must receive 75 percent of the federal minimum wage.

   d. All students employed in firms covered by minimum wage laws must complete student-learner certificates.

5. Length of On-The-Job Instruction

   a. All students must complete 300 hours of on-the-job instruction (S.D. policy minimum -- this is very high for agriculture related areas which are often seasonal).

   b. The length of the on-the-job instruction period shall be at least six months in duration or of sufficient duration to meet the objectives of the training plan.

6. Student Safety and Liability

   a. All students enrolled in the program will be required to purchase school insurance or show written evidence of adequate personal insurance.

   b. Parents are responsible for providing student travel to the training station.

   c. Training stations will be selected so as to provide maximum safety of the students.

   d. All students will be covered by workmen's compensation and disability insurance.

7. Training Plans and Agreements

   a. An individual training plan will be developed cooperatively by the teacher and the person responsible for training each student.

   b. Training plans will list on-the-job experience to be gained at the training station and the related classroom instruction to be given.

   c. A written agreement between the school and the employer, which lists specific responsibilities of the parties or individuals involved, will be developed for each student placed in a training station.

8. Length of Class Instruction

   a. A minimum of 55 minutes per day will be provided for related classroom instruction.

9. Content or Related Instruction

   a. Instruction applicable to agricultural occupations will be provided.

   b. Instruction applicable to each student's occupation will be provided in individual study or small group procedures.

   c. Approximately 40 percent of the classroom instruction will be directly applicable to the individual student's occupation (in which he is engaged).

10. Class Size

   a. A separate class will be provided for related instruction when there are seven or more students placed in cooperative occupational experience.

   b. The maximum number of students to be enrolled in each class will be fifteen.

   c. The maximum number of students placed in cooperative occupational experience under the direction of one full-time teacher will be 25.

11. Facilities and Instructional Materials

   a. The vocational agriculture classroom will be equipped to facilitate proper related classroom instruction.

   b. The vocational agriculture teacher will be provided adequate files for storage of records and teaching materials required by the cooperative occupational experience program.

   c. The school will provide students with individual study guides and other material required in the related classroom instruction.

12. Supervision by the Employer

   a. The employer or person designated by him will be responsible for training the student at his firm.

   b. The employer will be responsible for providing the on-the-job experiences listed in the training plan.

   c. The employer will provide the necessary instruction to enable the student to perform the skills indicated on the training plan.

13. Supervision by the Vocational Agriculture Teacher

    a. The vocational agriculture teacher will make periodic visits to the training station to confer with the employer and supervise the progress of the student.

    b. The vocational agriculture teacher will work closely with the employer and/or person responsible for the student's training to determine the needed adjustments in the training plan and the related classroom instruction needed by the student.

14. Time and Travel Allowances for the Teacher

    a. The vocational agriculture teacher-coordinator will be provided one-half hour per student per week for supervision and coordination.

    b. All travel incurred in the performance of the teacher-coordinator's regular duties will be reimbursed at the rate of twelve cents per mile.

    c. The teacher-coordinator will be provided the regular school per diem rate for authorized trips outside the school district.

    d. The teacher will file a monthly report, with the high school principal, of travel expenses.

15. Administrative Relationships

    a. The vocational agriculture teacher will make all requests to the high school principal. Upon approval by the high school principal, he may confer with the superintendent.

16. Financing the Program

    a. The school district will provide adequate financial support to the program.

    b. The following will be budgeted annually for this phase of the program:

	Example
Books and references	$200.00
Equipment	200.00
Supplies	100.00
Teacher-coordinator's travel	200.00
Miscellaneous costs	100.00

17. Consulting Committee

    a. An advisory committee will be organized for the off-farm cooperative occupational experience or a consulting committee be appointed to advise the program.

b. The consulting committee will be equally represented by management and labor.

18. Community Survey

a. A comprehensive survey of the agricultural firms and businesses in the community will be conducted every three years.

b. The vocational agriculture teacher-coordinator will conduct annual surveys to locate new training stations.

19. Promotion

a. Planned and continuous efforts will be made to promote the program to students, school personnel, employers and the public.

b. The vocational agriculture teacher-coordinator will have the main responsibility for promotion of the program.

20. Selecting of Training Stations

a. A well-planned and systematic method of selecting training stations will be employed.

b. The vocational agriculture teacher-coordinator will have the responsibility for locating and selecting training stations.

21. Placement of Students in Training Stations

a. A concerted effort will be exerted by the vocational agriculture teacher-coordinator to insure that the interest of both students and employers is considered when a student is placed for employment is a training station.

b. Employers will interview studerts before placement.

22. School Credit for On-The-Job Experience

a. Students may earn a unit of credit toward graduation for the on-the-job experience of 300 hours that are involved or the minimum entrance level competencies for the occupation are developed. The decision to grant school credit towards graduation will be left to the descretion of the individual school district.

b. Achievement and progress on both related classroom work and on-the-job experiences will be considered when grading students. The teacher will determine if students are to receive separate grades for classroom work and on-the-job experience or if a single combined grade should be assigned.

23. Records and Reports

    a. In addition to the regular school records and reports, the vocational agriculture teacher-coordinator will maintain the following:

       ---Reports of supervisory visits to training stations.

       ---Individual students' earnings and hours worked while enrolled in the program.

       ---Individual training plans and agreements.

24. Student Follow-Up After Graduation

    a. The school will maintain an organized system of following up students upon graduation from this program.

    b. The vocational agriculture teacher-coordinator, in cooperation with the guidance counselor, will assume the responsibility for follow-up studies.

25. Program Evaluation

    a. A comprehensive evaluation of the off-farm agricultural occupational experience program will be conducted every three years.

    b. The evaluation could include, but not limited to, representatives of the following: vocational agriculture teacher-coordinators of similar programs, advisory committee members, state vocational agriculture supervisory staff, teacher education staff members, state supervisory of Distributive Education, high school administrators of similar programs.

PLANNING AND CONDUCTING THE STUDENT INTEREST SURVEY

During the planning states of the program the local vocational agriculture instructor would need to identify the potential students interested in enrolling in the supervised occupational experience program.

The following should be included in the initial survey:

1. Brief explanation of proposed Agribusiness Cooperative Occupational Experience Program.
2. Name of student.
3. Student occupational goals (what does the student plan to do in life).
4. Areas of interest.
5. Degree of interest.

Off-Farm Agricultural Occupations
Student Interest Survey

The _____ Vocational Agriculture Department is investigating the possibility of offering, for the _____ school year, a cooperative occupational experience program in Off-Farm Agricultural Occupations.

The cooperative occupational experience program would consist of related agribusiness instruction in the vocational agriculture department and placement of students in agricultural related businesses for occupational experience with supervision of the entire program provided by the vocational agriculture instructor.

Please complete the attached student interest survey if you have any interest in the above proposed course offering. (See Appendix C)

FACILITIES AND EQUIPMENT FOR CLASSROOM RELATED INSTRUCTION

The regular vocational agriculture classroom can be utilized to conduct the classroom related instruction for an off-farm agricultural cooperative occupational experience program. Likewise, the mechanized agriculture shop and related equipment can be utilized for instruction in agricultural mechanics, particularly the small engines area.

The extent to which special and/or additional facilities and equipment would be required for the successful establishment of an off-farm cooperative occupational experience program would depend on the nature of the local program. There could be some rather specific occupational training possibilities in a few communities that would require the purchase of and installation of special occupational training aids and materials. This would certainly be the exception rather than the rule.

Generally speaking, textbooks and individual student study guides appropriate for the expressed student occupational goals should be purchased. Suggestions for textbooks and individual student study guides that are considered current can be secured for the office of the State Supervisor

or Assistant State Supervisor for Vocational Agriculture/Agribusiness or teacher training staff at South Dakota State University. Additional bookshelves and storage cabinets may be necessary for the vocational agriculture classroom.

Facilities such as sales counters, product displays and shelving may be necessary to purchase if it appears that such material would compliment the occupational training of students.

A great deal of the material necessary for equipping a classroom for off-farm occupational training will be sales literature, samples of materials, wall posters, product information, etc. The above material should be available in the classroom and can generally be secured from commercial businesses in limited quantities at no cost to educational agencies.

The equipment used in a vocational agriculture production program should be sufficient to start a program.

CONSULTING COMMITTEE AND/OR DEPARTMENTAL ADVISORY COMMITTEES

During the formative states of implementing the cooperative occupational experience program in off-farm agriculture, it may be necessary to appoint a consulting committee to deal specifically with the cooperative program. The consulting committee could function in addition to the regular advisory committee for the vocational agriculture/agribusiness department. The members of the consulting committee could be appointed to the committee from the agribusiness section of the school district or the consulting committee could function as a special sub-committee of the advisory committee with members being from the advisory committee.

The consulting committee may be dissolved after the program has been implemented and transfer the advising role to the regular vocational agricultural/agribusiness advisory committee. The size of the advisory

committee and the total number of programs being offered by the vocational agriculture/agribusiness department would determine if a separate committee should exist to advise the cooperative occupational experience program on a continuing basis.

Some duties and functions of an consulting committee and/or advisory committee are to assist the coordinating teacher in:

1. Developing criteria for evaluating training stations.
2. Locating training stations.
3. Setting standards for student selection.
4. Identifying activities in which students can be involved in at the training stations.
5. Establishing local training standards.
6. Developing training plans and training agreements.
7. Identifying content for related classroom instruction.
8. Providing guidance in problems with wages and working hours.
9. Selecting classroom equipment.
10. Selecting, developing, and acquiring instructional materials.
11. Securing resources and personnel for classroom instruction.
12. Evaluating the program.
13. Publicizing and promoting the program.
14. Determining community training stations and needs through a business survey.
15. Assist in adapting the program to new and changing situations.

Reference -- Preparing Students for Non-Farm Agricultural Occupations, Ohio State University.

APPLICATION FOR ENROLLMENT FORM

Utilizing an enrollment form and requiring the prospective students to complete an enrollment form will assist the vocational agriculture instructor in selecting students who are interested in and capable of

gaining worthwhile experiences from the program. It is suggested that the instructor have the interested student complete the application form in the South Dakota Supervised Off-Farm Agricultural Occupation Record Book on pages 1, 2 and 3.

SELECTION OF STUDENTS FOR OCCUPATIONAL EXPERIENCE PROGRAMS

It must be realized that the student is the most important element in a cooperative occupational experience program. Much of the success of the program will depend upon the capability and career goals of the students enrolled. Students termed "of high caliber" do not necessarily mean those with outstanding grades, but refers to those students who possess the aptitude, attitude and qualifications required for success in a given agricultural occupation. The objectives of this program can be attained only when the student is capable and desires to receive training. There may be a tendency among some educators to gear the program toward students with low academic and occupational abilities, while the training for many occupations requires students to have desirable personal traits and above-average aptitudes.

*Procedures for Selecting Students

The following steps can serve as a guide to follow in the selection of students:

1. Make a general announcement concerning the program to all eligible students at least two months before pre-registration for courses.
2. Have all interested students complete an application for enrollment form.
3. Make arrangements with the school counselor to obtain various test scores and other confidential information that is not reported on the application form.
4. If sufficient tests have not been administered, the teacher-coordinator may wish to administer commercial tests or in some cases special interest surveys.

5. In most cases the teacher-coordinator will be familiar with the personal characteristics of possible students. In some cases, however, the teacher-coordinator may have had very little contact with interested students. If this be the case, it may be advantageous to have other teachers more familiar with the student evaluate the personal characteristics of the student. (Appendix D)

6. Interview each candidate personally. This will help obtain information that has not been obtained in any of the previous steps.

*Criteria for Selecting Students

After the above steps have been completed, sufficient information should be available to make a final selection. The following criteria are suggested as possible points to keep in mind when selecting students:

Occupational Objective Students selected should have an interest in occupations for which the training program is designed, and in which adequate training stations will be available. (Appendix C)

Parents' Approval Students selected should have their parents' approval that they are able and willing to work.

Age Most states have minimum age laws (usually 16) and, therefore, this must be considered when students are selected. Students selected should be able to meet the age requirements specified by local, state and federal labor laws.

Scholarship Students selected should have done well in school subjects related to the occupation in which they will be trained.

Attendance Records Students selected should have a minimum number of absences and tardinesses on their school records.

Hours Available for Work Students selected should be able to work the minimum required hours per week for the total training period.

Transportation Students selected should be able to have transportation to and from their training station.

Handicaps Students selected should not possess any handicap which would prevent them from being hired by employers in the available training stations.

Personal Characteristics Students selected should have desirable personal characteristics. This would include such items as character, loyalty, initiative, attitude, and personality.

*The Procedure and Criteria for Selecting Students was adapted from Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture, Ohio State University.

SELECTING TRAINING STATIONS*

One of the most important factors in determining the success of the program is the adequacy of the training station at which a student is placed for on-the-job instruction and experience. Definite consideration should be given to the selection of training stations before students are placed for occupational experience. The survey of the agricultural businesses and firms in the community should provide a good list of possible training stations. Information gained from the personal interviews or knowledge already possessed by the vocational agriculture teacher-coordinator and consulting committee members should provide sufficient basis for determining whether possible training stations meet the desired criteria. (Appendix E or J)

Criteria for Selecting Training Stations

The following items should be used as criteria in selecting training stations:

1. Type of occupation. The training station should provide experience in an occupation that requires some knowledge, understanding, and skill in agriculture.

2. Opportunities for rotation. The training station should provide a wide variety of experiences associated with the occupation. It should not be just a routine work experience of a repetitive nature.

3. On-the-job supervision. The training stations should provide someone capable of serving as an on-the-job instructor. This should be someone who is thoroughly competent in the skills and technical aspects of the occupation. He should be someone who is interested in the program and who will enjoy cooperating in the training program.

4. Working conditions. The working conditions of training stations should be safe and clean, with a good record of accident prevention. It should also present few, if any, conditions that might impair the health of the workers.

5. Reputation. The training station should have a good reputation and be respected by the community as a reliable business establishment. It should be one that the community is glad to have within its boundaries.

6. Business Climate. The training station should use ethical business practices and leave a favorable impression with the student. The firm should have a record of participation in civic affairs, and a favorable attitude toward the welfare of the employees.

7. Stability of employment. The training station should have a reputation of continuous operation. It should have a record of few or no lay-offs, lock-outs, close-downs, or extensive periods of curtailment.

8. Hours of employment. The training station should be able to provide a sufficient number of training hours at a time which is conducive to the employment of student workers.

9. Facilities and equipment. In order to provide adequate training, the training station should possess adequate facilities and equipment and use up-to-date methods.

10. Employer-employee relationship. The training station should maintain a good employer-employee relationship. Firms that make it a policy to train and promote their own personnel score high on this point.

11. Accessibility. Training stations should be within a reasonable distance from the school or accessible to the trainee. In some cases, the training station may be outside the normal limits if the student has adequate transportation to and from work, and the training station rates high on other factors. In some cases where students are attending area schools, they can be placed in their local community for occupational experience.

12. Wages. The training station should be able to pay a minimum wage for student workers based on that paid other employees of similar experience and training. Wages of regular employees should be at least comparable to those paid in similar occupations in the community.

*Adopted from Planning and Conducting Cooperative Occupational Experiences in Off-Farm Agriculture., Ohio State University.

PLACEMENT OF STUDENTS IN TRAINING STATIONS*

A concerted effort should be exerted by the vocational ag. teacher-coordinator to insure that the interest of both the student and the employer is considered when placing a student in a training station.

One mistake the teacher-coordinator should guard against is arbitrarily assigning a student to a training station without involving the employer. Past experiences have shown that this may lead to an undesirable situation.

First of all, students do not receive the actual experience of applying for a job under realistic circumstances and secondly, if for some reason the student does not do well at the training station the teacher-coordinator must assume full responsibility.

When Should Students be Placed?

Due to the variety of programs which offer training in off-farm agricultural occupations, it is difficult to say when students should be placed in cooperative occupational education. Some students will need to be placed in the summer before entering a class where related instruction is to be offered, while others will need to be in the class for a considerable period of time before they are placed in an on-the-job training situation.

Although it is sometimes difficult to accomplish, students should receive formal instruction in certain areas before they are placed for cooperative occupational experience. The type of employment will determine to some extent the previous instruction needed. For most occupations it is desirable for students to be acquainted with the procedures of applying for a job, employer-employee relations, and a general knowledge of the nature and scope of the ocupation for which they are preparing before they begin their on-the-job experience.

How Should Students Be Placed?

Although there are no definite procedures in placing students in training stations, there are certain practices that should be followed. The following practices are recommended as desirable procedures for the vocational agriculture instructor to use:

1. Have more than one student apply for a job at a training station. This will enable the employer to have a choice and it will enable students to encounter a more realistic situation in that he knows that he is competing for a position.

2. Have the student write a letter of application. This gives practical experience to the student and at the same time enables the employer to determine if he wants to give the student's application further consideration by having him complete an application form or attend a personal interview.

3. Help the student complete the application forms that the employer requires. If the employer does not require application forms, the teacher-coordinator may construct a sample form which students may complete for practical experience. These forms plus a personal data sheet may be given to an employer if he requires information in addition to that obtained during an interview.

4. Ask the employer to conduct a personal interview with those students that meet his minimum requirements. This is excellent experience for the student and it enables the employer to determine which student he feels best suited for the position available.

5. The final selection of the student to be placed in the training station should be made by the employer. This will enable the employer to have the same freedom and responsibility in the hiring of student-learners as for a regular employee. In many cases the employer works directly with the teacher-coordinator in that the teacher-coordinator will supply information concerning the students if the employer so desires.

6. If a student is not selected for a job in one training station, he should then apply at another approved station which can provide educational experiences in an occupation that is available.

The general related portion of the classroom instruction deals with the procedures for interviewing, applying for a job and other information necessary in placing students on jobs. If at all possible, this material should be taught before the students are placed for occupational experience.

*Adopted from Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture. Ohio State University

DEVELOPING SUPERVISED EXPERIENCE AGREEMENTS

To insure orderly progress it is necessary that a supervised occupation experience plan be written for each student placed at a training site. The employer, student, parents, and vocational agriculture instructor must

be involved in the development of the written training plan. After a training plan has been developed,a copy should be given to and received by the school administrator directly responsible for the program.

What to Include

The following items should be included in a training agreement:

1. Name of employer or person in charge of student while working at the training station.
2. Number of hours to be worked per week.
3. Hours of the day on-the-job occupational education is to be provided.
4. Beginning wage.
5. Responsibilities of the student.
6. Responsibilities of the parent.
7. Responsibilities of the vocational agriculture instructor and the school.
8. Responsibilities of the employer.

It is suggested that the vocational agriculture instructor utilize the Training Agreements found on pages 4 and 5 of the South Dakota Supervised Off-Farm Agricultural Occupation Record Book. It is further suggested that the instructor also utilize the agreement between the employer and school located on pages 6 and 7 of the same record book. It is imperative that the above agreements be implemented to assure that a supervised cooperative occupational experience program exists and not a work experience program.

DEVELOPING TRAINING PLANS*

The employment of a student in a job does not necessarily insure that the student will receive training and that the experience will be educational in nature. A desirable cooperative occupational education program consists of deliberate efforts to prepare a student for job competence. It includes

a direct progression of jobs, experiences, operations, or processes. The vocational agriculture teacher-coordinator has the responsibility to see that the work accomplished by students placed in a cooperative occupational education program is educational in nature and not mere work experience. To insure that the student's on-the-job experience will be truly educational, a training plan must be developed.

The training plan consists of a listing of the activities in which the student should be engaged while working at the training station. Opposite this there should be a listing of the subject matter that should be dealt with in the related instruction at school. Space is provided so that a record of progress can be kept of the on-the-job experiences and a grade or completion mark can be recorded for the related instruction. All activities considered essential to the occupational training should be included in the training plan.

Purpose and value of training plans

The primary purpose in developing a training plan is to determine in advance what activities the student is to participate in while on the job. This then serves as a guide to those involved in the training to see that these experiences are provided. The vocational agriculture teacher-coordinator and employer should refer to the training plan frequently, making certain that the student-learner is receiving the experiences previously agreed upon.

The training plan also is valuable to the teacher-coordinator. It enables him to understand job requirements and specifications, to determine the value of a training station, to help select students for specific occupations, and to compare the proposed on-the-job experiences with those actually being practiced.

Through the training plan the student knows what will be expected of him. He can then better understand the objectives and scope of his chosen occupation.

Training plans remind employers of the breadth and depth of training that is to be provided the students. It is also most valuable to an employer to know what related instruction is being provided at the school.

Developing Individual Training Plans

One of the most important steps in the proper establishment of a training station is that of preparing a written plan of training. The development of a step-by-step training plan for a particular student will aid the student in determining his ultimate vocational objective and deciding what competencies he must develop. Through the use of a training plan the employer also becomes more definitely aware of the student-learner's occupational goal and is encouraged to lead him toward his objective by providing adequate work activities and on-the-job instruction.

Student-learners, because of a wide range of capabilities and career objectives, will vary in the amount of experiences they can be exposed to on the job. Some training stations can provide, and some student-learners need, only two or three types of experiences. Other training stations can provide, and some student-learners because of being high achievers and because of top-level career objectives will need, six or more areas of experience on the job. Before accepting a particular training station, the teacher-coordinator should be satisfied with the possibility of obtaining the variety of experiences consistent with the needs of the student.

Training plans should be developed for each student placed in cooperative occupational education. This plan should be based upon the ability of the student, the type of occupation, the conditions at the training station, and the length of the occupational experience period.

Training plans should be developed cooperatively with the school (teacher-coordinator), the employer, and the student-learner. In some cases, experience may be gained by students in occupations which are not completely familiar to the teacher-coordinator. The information necessary in preparing training plans should be obtained through personal interviews with the employer or the person responsible for the on-the-job instruction.

When developing training plans, the following procedures may be helpful:

1. The teacher-coordinator must thoroughly explain to the employer and the student-learner the purposes of a training plan and the procedures for developing one.

2. The teacher-coordinator, employer, and the student-learner cooperatively list the skills, attitudes, and information needed for a successful career in the student-learner's chosen occupation.

3. The teacher-coordinator, employer, and the student-learner develop a list of activities, knowledge and skills that will contribute to the student-learner's occupational goal.

4. The teacher-coordinator should assume the responsibility for preparation of the final plan.

Sample Training Plan

A sample training plan is included in the South Dakota Supervised Off-Farm Agricultural Occupation Record Book.

*Adapted from Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture, Ohio State University.

RECORDS

Detailed records must be maintained to provide evidence that program objectives are being met. Both the instructor and the student will have the responsibility to establish and maintain the following records:

Instructor:

A. Cooperation occupational experience program records:

1. Current classroom related instruction curriculum.

2. State reports related to supervised occupational experience program.

3. Follow-up studies of past graduates of program.

4. Inventory of special equipment for program.

5. Summary of supervisory visits made to students.

6. Initial survey results of training stations.

7. Summary of training station survey.

8. Collection of completed Cooperating Employer appraisals.

9. Student interest surveys returned by students.

10. Copy of local policies covering the supervised occupational experience program.

11. Annual program evaluation reports. This would include both completed student appraisal forms and completed employer appraisal forms for the past year. (Appendix F)

12. Advisory committee minutes that pertain to supervised occupational experience program.

B. Individual records to be maintained on each student enrolled in the program would include but not be limited to:

1. Student interest survey.

2. Student's application for enrollment form.

3. Teacher's Rating of Students interest in Occupational Training forms submitted by teachers.

4. Signed copy of written supervised cooperative occupational experience agreement form.

5. Completed student raining plan.

6. Instructor visitation reports. (Appendix G)

7. Instructor evaluation reports.

8. Employer evaluation reports. (Appendix H)

9. Summary of pre-selection interview with student.

10. Follow up-placement study forms completed by student.

11. Record of current grades.

12. Record of hours worked and amounts earned.

Student:

It is suggested that students keep records in the "South Dakota Supervised Off-Farm Agricultural Occupation Record Book." If the South Dakota record book is not utilized, the following should be included in the student's record:

a. Copy of completed initial interest survey form.

b. Copy of completed application form.

c. Copy of signed training agreement.

d. Copy of signed training plan.

e. Record of hours worked and amounts earned.

f. Record of weekly work activities.

g. Student's evaluation of training station. (Appendix I)

COORDINATION*

The purpose of the coordinating visit in cooperative education when the student is employed in an off-farm business should be to find out the employer's evaluation of the student's progress.

The instructor should make it a point to talk to the student learner while at the place of employment but the training station is not the primary site of instruction by the classroom teacher.

Notify the employer if you see something needs correcting, so that he can teach the student or wait till the student is back in school for his related class instruction before bringing the problem up.

If the employer wishes to discuss something personal about the student, it is best to hold the conference away from the student learner.

Have a specific reason for each visitation and clear the visit with the person in charge. Each visit to the training station should be to obtain the opinion of the employer or supervisor on:

1. Student's general progress in accordance with the training plan.

2. Student's attitude toward the employer, the job, and other employees.

3. The kind of instruction which the student learner receives on the job.

4. Modifications necessary in the training plan and/or agreement.

5. The student's progress since the last visit, and whether or not he is satisfied with the training program.

6. Things that may need to be added to the related instruction program.

7. Is the employer satisfied with the student learner?

Factors that should be considered as the teacher-coordinator plans student supervision are:

1. Visit must be made by the teacher-coordinator of the program and not by other school personnel.

2. Visits should be made frequently. One or two visits every week to each student in the beginning extending to an average of one visit every two weeks for the entire program in recommended.

3. Plan on one-half hour a week for each student in the program.

4. Schedule visits by appointments.

5. Keep records on each visit.

6. One period per day should be set aside for student conferences.

7. The teacher-coordinator should plan a weekly schedule and this schedule will vary according to the time of year.

8. Parental visitations should be set up to interpret the program to the parents and to get their assistance and understanding.

Visiting Students at the Training Station

Periodic visits to training stations are necessary for the operation of an efficient program. They are valuable in correlating classroom instruction with on-the-job training, in making comparisons between actual work accomplished with the training plan content, and in evaluating student progress on the job.

Since each training situation differs, it is not practical to specify an exact number of visits to each training establishment. The teacher-

coordinator should visit each training station every seven to ten days.

Following is a list of specific information to gather during a supervisory visit:

1. Is the employer satisfied with the student?
2. What is the student's attitude toward his job, employer, fellow workers?
3. Is the student's progress in accord with the training plan?
4. Is adequate instruction being given on the job?
5. Is the student satisfied with his training?
6. What related instruction is urgently needed?

A list of difficulties which may arise during a supervisory visit include:

1. Employer expects too much of a beginner.
2. Student-learner claims pay is too low for work being performed.
3. Student-learner not knowing his duties and responsibilities.
4. Too many visits by student's friends.
5. Employer failing to provide adequate training.
6. Irregular hours of work for the student.
7. The student-learner not knowing who he is accountable to on the job.

Some do's and don'ts for conducting coordinating visits include:

1. Be alert - observe without being a snoop.
2. Be friendly but without fraternizing.
3. Show interest in the work; be curious and ask questions.
4. Make notes of items which may be used for a conference with student or study assignment.
5. Work toward the purpose of obtaining the employer's evaluation of the student's progress and training program.

Don't

1. Don't call attention to errors, bad practices, or unsafe conditions while visiting the student. Do so in private.

2. Don't pose as an expert or authority on matters.

3. Don't interrupt or interfere with the student's work.

4. Don't let visit turn into bull session with employer or employees.

5. Don't appear to be loafing or passing time of day.

6. Don't handle tools, machines, equipment without being asked to do so.

*Adapted in part from, Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture, Ohio State University.

EVALUATING STUDENT ACHIEVEMENT

The basis for evaluating students enrolled in an off-farm cooperative occupational experience program is the acquisition of occupational competencies. In order to evaluate fairly and reliably it is necessary that the following steps be taken before the student is placed in an employment situation:

1. The vocational competencies that are to be performed are included in the written training plan.

2. The degree of proficiency of the competencies specific in the training plan be known before the student is placed for employment.

3. The training plan be developed cooperatively by the student, instructor, and the employer or supervisor.

Student evaluation then is a measure of the degree to which a student has achieved the competencies specified in the training plan.

The purpose of evaluation is to determine degree of proficiency, for competencies specified in the training plan, verify that the competencies were instrumental in developing occupational capabilities and to identify areas of strengths or weaknesses for future training plans.

The written local policy should specify how student grades will be determined. There are two basic concepts: (1) a combined grade, representing both classroom and on-the-job performance, or (2) a separate grade for the classroom performance and a grade for performance at the training station.

DIVERSIFIED AGRICULTURAL OCCUPATIONS

It would appear that most South Dakota Vocational Agriculture Programs would be able to adopt a Diversified Agricultural Occupations approach as compared to having separate classes for one or each occupational area. Examples of occupational areas would be Agricultural Sales and Service, Ornamental Horticulture, Agricultural Mechanics, and Production Agriculture. The total number of students with stated occupational goals to warrent separate occupational classes is generally not possible.

The Diversified Agricultural Occupations course of study developed by Dr. Harold Binkley, University of Kentucky, would appear to be one approach in implementing an Off-Farm Occupational Experience program in South Dakota schools. The utilization of the Kentucky materials would have to be determined for each school. They should be considered as a possible source of teaching material and individual study guides.

Several South Dakota instructors conducting Off-Farm Agriculture Occupation Programs were instrumental in the development of the individual study guides. Partial development of the individual study guides was accomplished during a Agricultural Education Summer Workshop conducted by Dr. Harold Binkley at South Dakota State University.

BLOCK-OUT OF COURSE OF STUDY
(AGRICULTURAL OCCUPATIONS)
DIVERSIFIED VO-AG PROGRAMS

UNITS	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	TOTAL
OPPORTUNITIES IN AGRICULTURAL OCCUPATIONS	9								1	10
ORIENTATION TO THE TRAINING PROGRAM	9------8									17
ORGANIZATION OF BUSINESS, ORGANIZATIONS, AND SERVICES			9				3			12
HUMAN RELATIONS AND PERSONALITY TRAITS		12		9------2						23
INDIVIDUAL UNITS			10------9		14-----10			14-----12		69
AGRICULTURAL MATHEMATICS						10-----15				25
F.F.A.	2				2			4		8
SHARE EXPERIENCES				1	1		1	1	1	5
EVALUATE					1		1		4	6
TOTALS	20	20	19	19	20	20	20	19	18	175

DIVERSIFIED AGRICULTURAL OCCUPATIONS MATERIALS

A. Core Course of Study in AgriBusiness Occupations

B. Teacher's Manual For Organizing a Diversified Agricultural Occupations (DAO) Program and For Using Individual Student Study Guides in Operating the Program.

C. Individual Student Study Guides for:

1. Florist Helper
2. Lumber and Building Materials Salesman
3. Veterinary Aide
4. Farm Management #1
5. Farm Management #2
6. Greenhouse Employee
7. Store Skills
8. Assistant Meat-Cutter
9. Employee in Grain and Seed Business
10. Salesmanship and Selling
11. Landscape Gardener
12. Forestry Aide
13. Electrician's Aide
14. Small Engine Service and Repair
15. Horse Farm Employee
16. Hardware Store Employee
17. Aide to Teacher of Agriculture
18. Garden Center Employee
19. Feed Store Employee
20. Fertilizer and Chemical Salesman

REFERENCES

Matteson and Thompson, Instruction in Cooperative Education Programs in Agriculture

University of Nebraska, Handbook on Conducting Cooperative Occupational Education Programs in Off-Farm Agricultural Occupations

Anderson and Bender, Guidelines for Planning and Conducting Cooperative Work Experience Programs in Vocational Agriculture

Binkley and Hammonds, Experience Programs for Learning Vocations in Agriculture

Ohio State University, Preparing Students for Non-Farm Agricultural Occupations

Mason and Haines, Cooperative Occupational Education and Work Experience in the Curriculum

Kansas State University, Introducing Agricultural Career Experience

Byram and Lambert, Occupational Information in Agriculture

South Dakota, Division of Vocational and Technical Education, Distributive Education Handbook

Binkley, Core Course of Study in Diversified Agricultural Occupations

Colorado Handbook for Developing and Operating Agricultural Occupations Programs - Colorado State Board for Vocational Education

South Dakota Supervised Off-Farm Agricultural Occupations Record Book

Ohio State University, Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture

Fuller, Education Agricultural Occupations

Texas, Courses of Study for Cooperative Training

Ohio, Curriculum Materials

Illinois, Vocational Agriculture Service

Employment of Full-Time Students at Specified Minimum Wages (Title 29, Part 519, of the Code of Federal Regulations)

U. S. Department of Labor
Wage and Hour Division
379 New Custom House
721 19th Street
Denver, Colorado 80202

_____ High School
Vocational Agriculture Department

SURVEY OF TRAINING POSSIBILITIES AND JOB OPPORTUNITIES
IN AGRICULTURAL OCCUPATIONS

Interviewer_____ Date_____

1. Official name of establishment_____

2. Address_____

3. Name and title of person interviewed_____

4. Estimated percent of gross income that is agriculturally related

_____

5. Main function(s) of the business or service (Check all that apply)

Buy farm products_____ Handle horticultural products_____

Sell farm production materials____ Provide services_____

Sell farm machinery_____ Provide recreation_____

Repair farm machinery_____ Produce agricultural materials_____

Other_____

6. Total number of employees: Male_____ Female_____
7. Classification of employees:

Type of Job	Number Employed		Level[1]	Education[2] Needed
	Full-time	Part-time		

[1]Levels -- 1. Professional 2. Technical 3. Skilled
4. Semi-skilled 5. Unskilled

[2]Education -- 1. Less than high school 2. High School
3. Technical or vocational 4. College

8. Do the employees belong to a union?

9. Years company (business, agency, or organization) has been in operation (Check one)

1. ____1 - 3 years 3. ____7 - 9 years 5. ____12 - 15 years

2. ____4 - 6 years 4. ____10 - 12 years 6. ____over 15 years

10. Does our company plan an expansion program within the next 5 years? Yes____ No____ If yes, what additional help will be needed?

Level	Number	Level	Number
Professional	_____	Semi-skilled	_____
Technical	_____	Unskilled	_____
Skilled	_____		

11. Does your company unually have a turnover of personnel over a three year period? Yes____ No____ If yes, indicate below the number by level for a three-year period.

Level	Number	Level	Number
Professional	_____	Semi-skilled	_____
Technical	_____	Unskilled	_____
Skilled	_____		

12. Where does your business (organization) usually get its new employees?
_____
_____
_____

13. What specific training, related to the jobs they are to perform, do they have? _____
_____

14. What background training is desired or needed for beginning employees?
_____
_____

15. What areas in instruction could specifically help your new employees?
_____
_____

16. If the vocational agriculture department at the high school provided some background (basic) and specific training needed by your employees, would you be interested? Yes____ No____ (Relate back to answers to questions 12, 13, 14, and 15.

17. In reference to company policy, can the firm hire high school students?

18. Would your business (agency) cooperate by providing a training station(s) for high school agriculture students? Yes____ No____ If yes, what specific jobs?

Type of Job	What Time of Year	Approximate Number of Weeks Students Could Be Employed	
		Part-time	Full-time
_____	_____	_____	
_____	_____	_____	

19. Do you have a minimum wage? _____ If so, why? _____

20. Would a student employee be insured by your company? _____

APPENDIX B

SUMMARY OF A SURVEY OF TRAINING POSSIBILITIES AND JOB OPPORTUNITIES IN AGRICULTURAL OCCUPATIONS

Name of Firm	% Ag. Income	Function of Business[1]	Employees in Union	Expansion Planned Within 5 Years						3 Year Turnover					Source of New Employee	Training Station Possibilities	Minimum Wage
				Yes or No	If Yes, Number												
					Professional	Technical	Skilled	Semi-skilled	Unskilled	Professional	Technical	Skilled	Semi-skilled	Unskilled			

Vocational Agriculture/Agribusiness Department
Off-Farm Cooperative Occupational Experience Program
Student Interest Survey

Name_____ Address_____

Parents Name_____ Occupation of Father_____

A. Occupational Area

	Very Strong	Strong	Somewhat Interested	Not Interested
Ornamental Horticulture				
Lumber and Building Materials				
Veterinary Aid				
Landscape Gardener				
Feed Store Employee				
Fertilizer and Chemical Salesman				
Hardware Store Employee				
Elevator Employee				
_____				
_____				
_____				
_____				
_____				
_____				
_____				

B. What might be your occupational choice for the world of work?

_____

* Note: This student interest survey form may have to be modified to meet the needs of a given school district.

EXAMPLE OF TEACHERS SUBJECTIVE APPRAISAL
OF STUDENT-LEARNER APPLICANT

OFF-FARM AGRICULTURAL
COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAM
SUBJECTIVE APPRAISAL*

Dear Fellow Teacher:

_____ has applied for admission into the Off-Farm Agricultural Cooperative Occupational Experience Program. As you know, many factors other than grades must be considered in order to select deserving, sincere, capable young people who can best benefit by the training this program can offer.

Circle the work after each characteristic listed below that best describes the above-named student and return the completed form to me at your earliest convenience.

1.	Ability to learn -	Quick	Fair	Slow	
2.	Capacity for work -	Unusual	Industrious	Average	Poor
3.	Judgment -	Uncanny	Sound	Average	Poor
4.	Initiative -	Exceptional	High	Fair	None
5.	Appearance -	Very Neat	Neat	Careless	Slovenly
6.	Leadership quality-	Outstanding	Noticeable	Low	
7.	Desire to make good -	Pronounced	High	Average	Low
8.	Ability to take orders -	Outstanding	High	Average	Low
9.	Reliable -	Very	Ordinarily	Unreliable	
10.	Perseverance -	Unlimited	Ample	Moderate	Weak
11.	General conduct -	Courteous	Discourteous	Rude	
12.	Accepts criticism -	Readily	Indifferently	Reluctantly	
13.	Ability to mix -	Natural	Fairly good	Doubtful	
14.	Would you want this person working for you?		Yes	No	

Remarks: _____

_____

Signed _____

*Adopted from Division of Vocational and Technical Education, State of Illinois, An Articulated Guide for Cooperative Occupational Education.

Vocational Agriculture/Agribusiness Department
_____ High School

CHECK SHEET FOR EVALUATING PROSPECTIVE TRAINING STATIONS*

Establishment_____ Address_____

Date_____ Phone Number_____

FACTORS	Poor	Fair	Good	Very Good	Outstanding
Type of Occupation					
Opportunities for Rotation					
On-The-Job Supervision					
Working Conditions					
Reputation					
Business Climate					
Hours of Employment					
Facilities and Equipment					
Employer-employee Relationships					
Accessibility					
Wages					

Remarks:

Overall Rating: Outstanding ____ Very Good ____ Good ____ Fair____ Poor ____

*Adapted from, Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture (Ohio).

_____ High School
Vocational Agriculture Department

EMPLOYER APPRAISAL OF COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAM

Date_____ Firm_____

Name_____ Name of Student Trainee_____

Length of training period given trainee_____

1. Rate the agricultural occupations program, based on your own association with it. Outstanding____ Good____ Average____ Poor____

2. What do you believe to be the greatest strength of the agricultural occupations training program?_____
_____

3. What do you believe to be the greatest weakness of the program?_____
_____

4. Rate the total performance of your trainee in comparison with other beginning workers. Above average____ Average____ Below average____

5. Did you have sufficient school cooperation? Yes_____ No_____

6. Did you have sufficient contact with the teacher-coordinator? Yes_____ No_____

7. Did you feel the agricultural occupations program should remain a part of the school program? Yes_____ No_____

8. Do you plan to continue to participate in the agricultural occupations program? Yes_____ No_____

9. Has this program provided the experience you desire of an employee? Yes_____ No_____

10. Has the trainee received sufficient training to be hired full time by your firm if an opening existed? Yes_____ No_____

11. For what level of employment is this trainee now competent?
_____
(Job title or description)
_____

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Program.

Vocational Agriculture/Agribusiness Department
_____ High School

TEACHER COORDINATOR'S VISITATION RECORD

Training Center_____ Official Contact_____

Trainee_____ Date_____

Time of Visit_____ Visit Number_____

Points to Observe	Comments
1. Conditions surrounding the establishment.	
2. Attitude of workers toward teacher-coordinator and trainee.	
3. Specific operations in which trainee is engaged.	
4. Immediate related subject matter needed.	
5. Personal appearance of the trainee.	
6. Apparent interest of trainee in work.	
7. Apparent interest of employer in trainee.	
8. On-the-job instruction being given.	
9. Other comments.	

_____
(Signed)

*Adopted from, Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture (Ohio).

Vocational Agriculture/Agribusiness Department
_____ High School

EMPLOYER'S REPORT ON STUDENT-LEARNER

Please fill out the following before _____

Name of Student-Learner_____ for_____ Six Weeks

Instructions: Mark with an X in proper column

	Excellent	Good	Fair	Poor
Dependable				
Prompt				
Follows Instructions				
Keeps Busy				
Takes Care of Equipment				
Practices Safety				
Accepts Responsibility				
Works with Others				
Accepts Criticism				
Has Job Confidence				
Learns New Work Easily				
Personal Appearance*				
Ambition				
Making Satisfactory Progress				

Additional Remarks:

*Of Utmost Importance

_____
(Signed)

_____
(Title)

_____ High School
Vocational Agriculture Department

STUDENT APPRAISAL*

Your name_____ Age____ Sex____ Grade____ Date_____

1. List the firm and occupation in which you received on-the-job training.

	Name of Firm	Occupation	Months of Service
a.			
b.			
c.			
d.			

2. What are your plans for next year? (Check one)

a. High School_____
b. Trade School_____
c. College_____
d. Employment_____
e. Farming_____
f. Others (list)_____

3. How valuable was the on-the-job training to you? Very valuable_____ Some value_____ Little value_____ How could it be improved?_____

_____

4. How valuable was your related classroom instruction to the work you did? Very valuable_____ Some value_____ Little value_____ How could it be improved?_____

5. How important was the opportunity to earn money while you were still in school? Very important_____ Some importance_____ Not important___

6. How could the on-the-job training have been made more valuable to you?_____

_____

7. What topics covered in the related classroom instruction helped you the most?_____

8. What non-agricultural school subjects were of most benefit to you?

_____

9. Did you receive enough assistance from your teacher-coordinator? Yes_____ No_____ How could he have helped more?_____

_____

*Adopted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

Continued from preceding page

10. Did you receive enough assistance from your on-the-job employer instructor? Yes_____ No_____ How could he have helped more?_____

_____

11. Could your other teachers at school have helped you prepare for the job or jobs in which you were employed? Yes_____ No_____ If yes, explain_____

12. Would you have continued high school without participating in this program? Yes_____ Probably_____ Probably not_____ No_____

13. For which students would you recommend this program?

All students_____	Undecided students_____
College bound_____	Possible dropouts_____
Non-college bound_____	Others (list)_____

14. How would you recommend that students be selected for this program?

15. What changes would you make in the overall agricultural occupations program?

16. List ways the agricultural occupations training program has benefited you.
    a. _____
    b. _____
    c. _____
    d. _____
    e. _____
    f. _____

17. In what ways do you feel that agricultural occupations training program may help you in the future?
    a. _____
    b. _____
    c. _____
    d. _____
    e. _____
    f. _____

_____High School
Vocational Agriculture/Agribusiness Department

COOPERATING EMPLOYER APPRAISAL

Name_____ Date_____

Criteria	Rating
1. Interested in helping students	4 3 2 1
2. Successful in agri-business	4 3 2 1
3. Able to get along with students	4 3 2 1
4. Willing to cooperate with school	4 3 2 1
5. Uses proper English	4 3 2 1
6. Of good character	4 3 2 1
7. Enotionally stable	4 3 2 1
8. Able to explain ideas and concepts to students	4 3 2 1
9. Familiar with vocational agriculture	4 3 2 1
10. Familiar with the off-farm agricultural occupations experience program	4 3 2 1
11. A member of agricultural, civic, or community organizations	4 3 2 1
12. Motivated by high ideals	4 3 2 1
13. Eager and hard-working	4 3 2 1
14. Patient	4 3 2 1
15. Tactful	4 3 2 1
16. Open-minded	4 3 2 1
17. Willing to take time to work with students	4 3 2 1
OVER-ALL RATING	4 3 2 1

4 - Outstanding
3 - Good
2 - Fair
1 - Poor